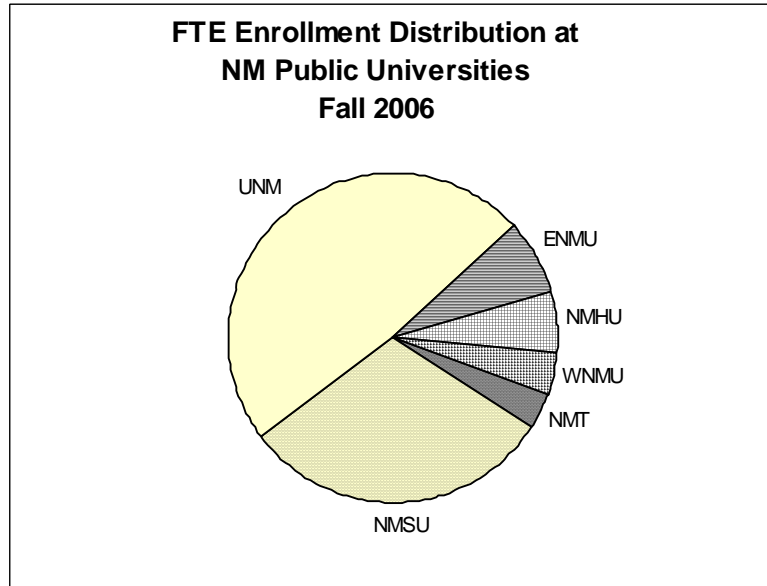


# THE PERFORMANCE EFFECTIVENESS PLAN OF NEW MEXICO'S PUBLIC UNIVERSITIES

## Executive Summary Graphs, Tables and Comments

The following information is displayed in order to provide a better look at the university performance measures across the institutions as a whole rather than just as individual entities. The data are organized according to the occurrence of the tables in the detail section of the report that follows. Data are combined by research versus regional institutions in most graphs. Rather than display the numbers for each institution, the boxes you will see represent the range of percentages or numbers for each institutional grouping. (See Figure 2 for an example.) Baseline and current information is presented where appropriate. Graphic information for the University of New Mexico - Health Sciences Center is presented within their detail section of the report.

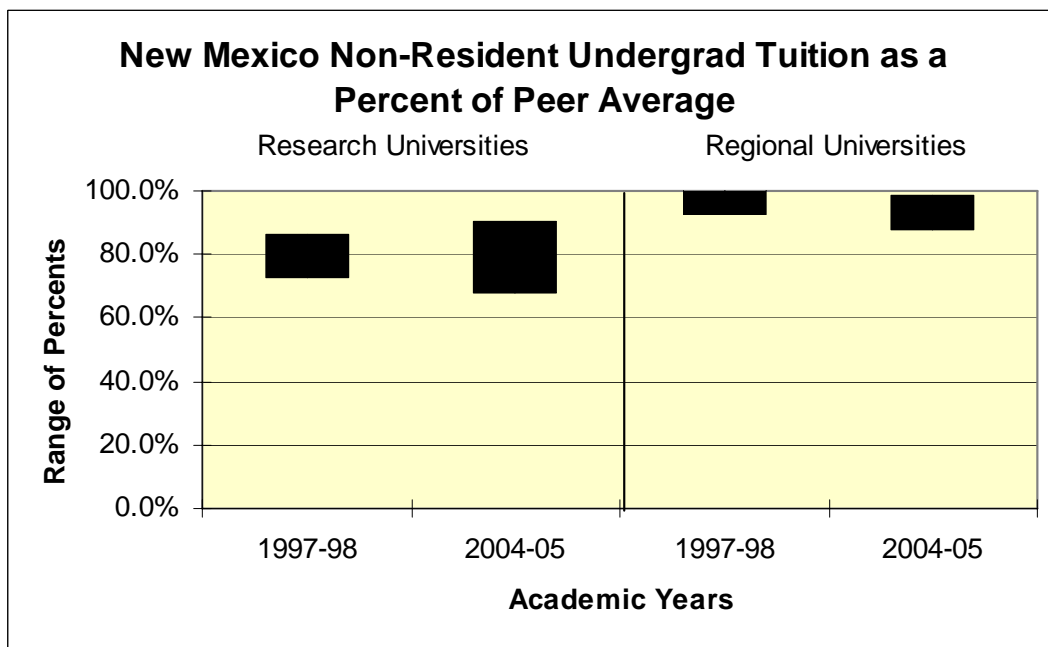
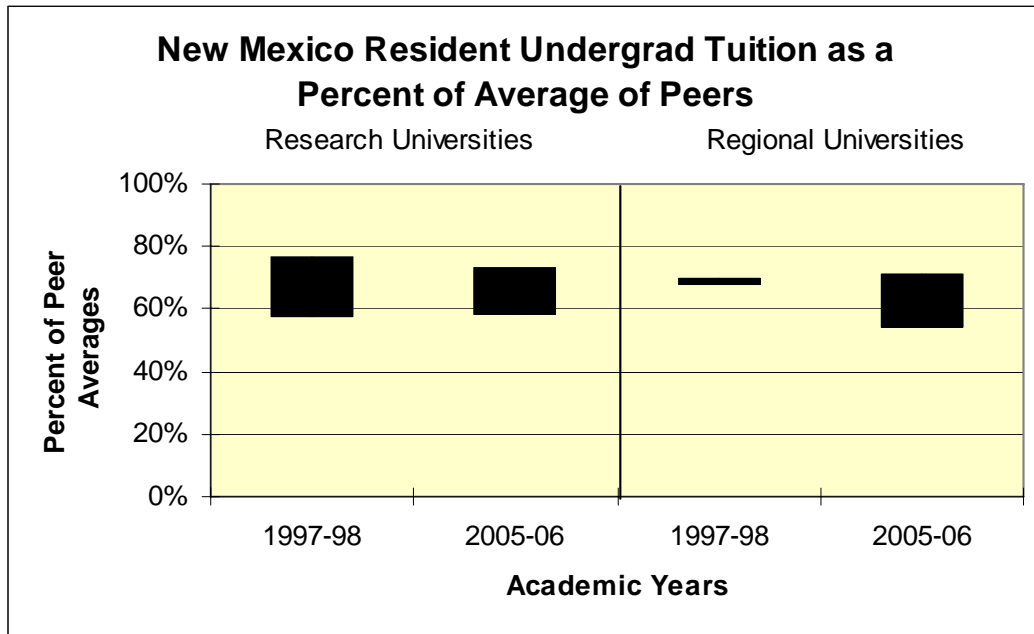
**Figure 1: Full-time Equivalent Enrollments**



**Research Universities:**  
UNM = University of New Mexico  
NMT = New Mexico Institute of Mining & Technology  
NMSU = New Mexico State University

**Regional Universities:**  
ENMU = Eastern New Mexico University  
NMHU = New Mexico Highlands University  
WNMU = Western New Mexico University

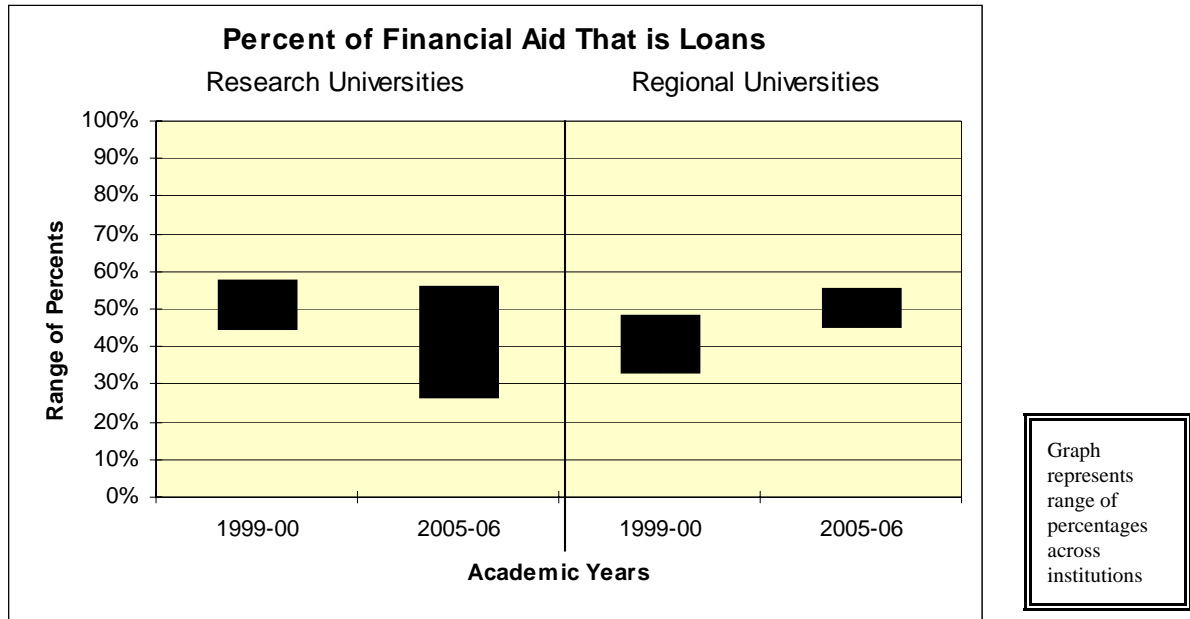
**Figure 2 from Table 1: Is university undergraduate resident tuition/fees affordable relative to peers?**



Graph represents range of percents across institutions. For example in 1997-98 the percentages for the research institutions ranged from 57.3% to 77% of the peer averages.

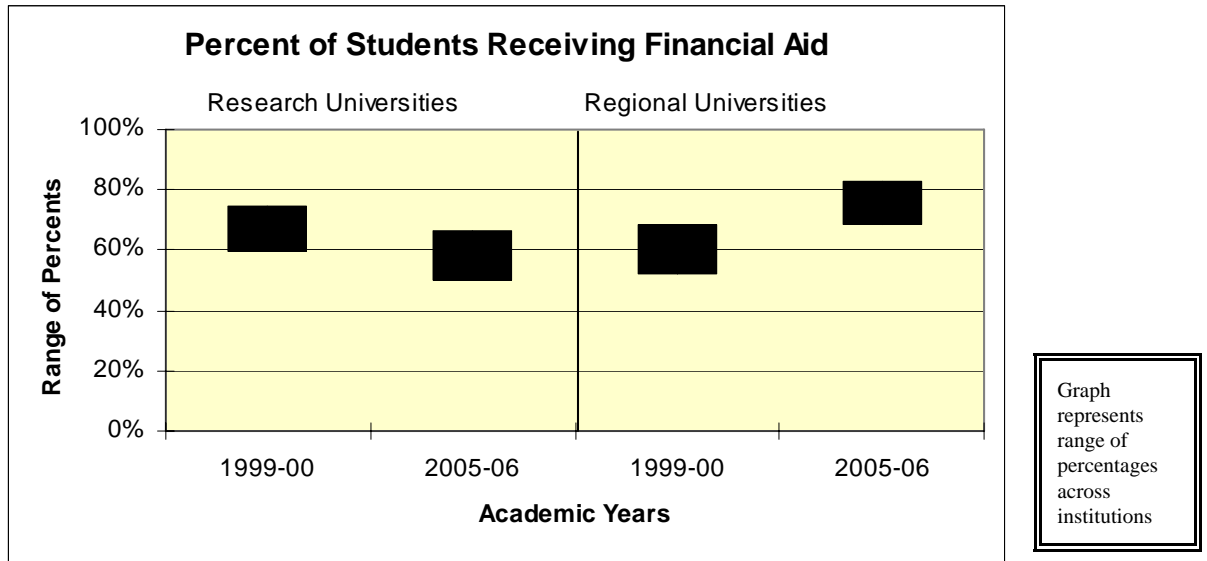
Tuition and required fees for New Mexico’s public universities remain well below the average of their HED-selected peer institutions. There is less variance in comparisons of tuition and required fees at the regional institutions than at the research universities.

**Figure 3** from Table 2: **How much financial aid must be paid back by students?**



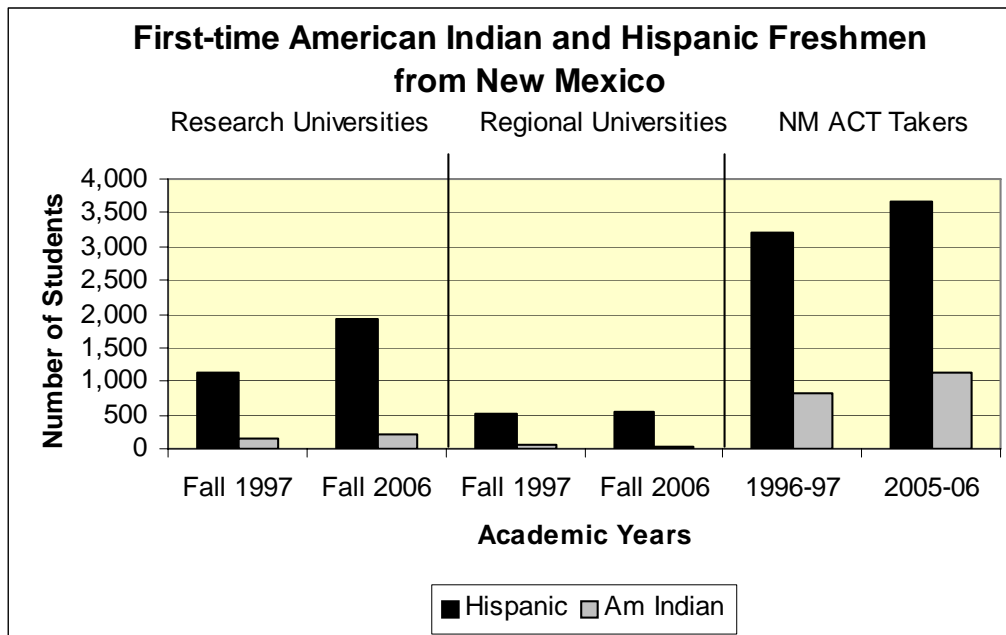
Financial aid was categorized into gift aid, such as scholarships or grants, work study aid, and loans. Although approximately 40% to 50% of all aid awarded is in the form of loans, the New Mexico Lottery Scholarship has helped prevent this percent from increasing over time. All in all, New Mexico public university students still have a significant loan repayment burden when they finish school.

**Figure 4** from Table 3: **What percent of students received aid?**



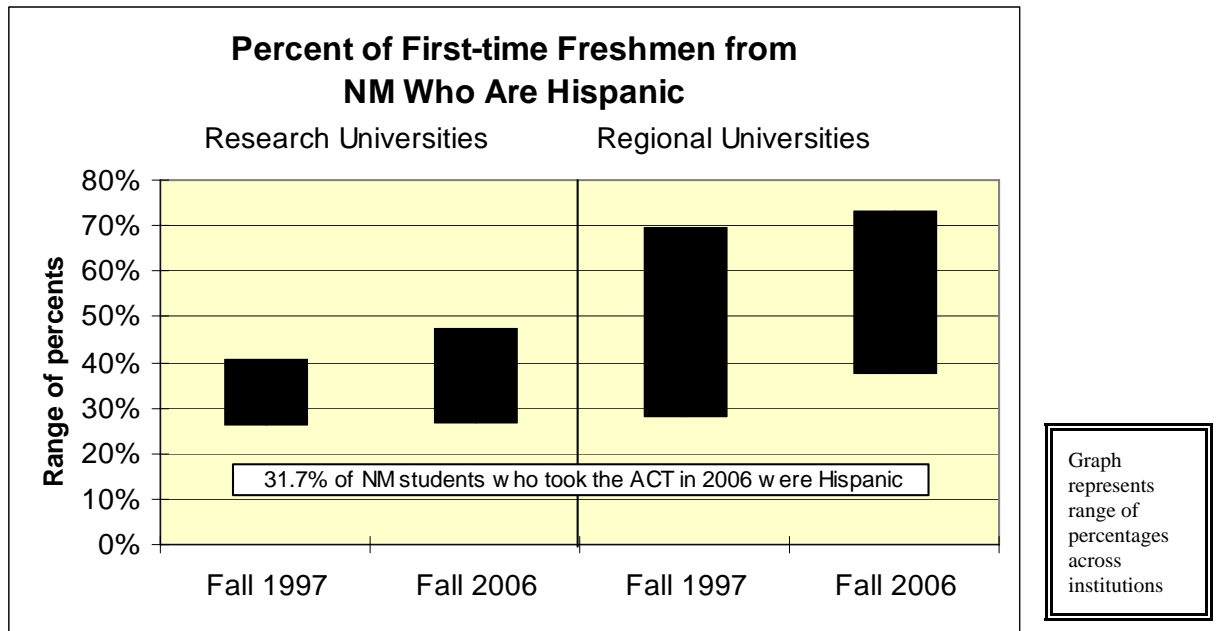
A fairly high percent of New Mexico university students receive some form of financial assistance. This percent has decreased at the research universities and increased at the regional universities.

**Figure 5** from Table 4: **Does enrollment reflect diversity of the state?**



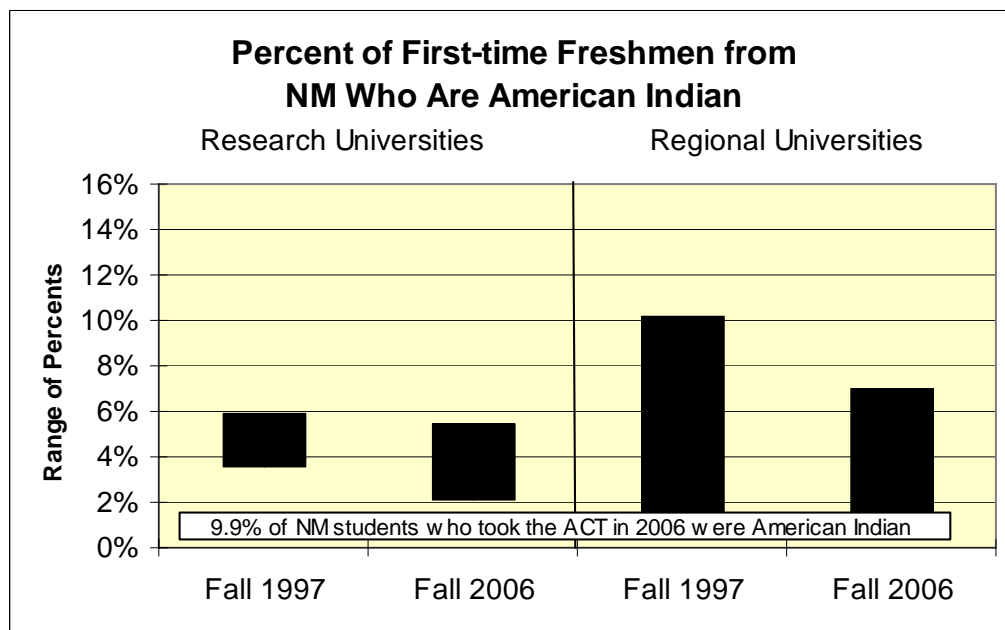
Although there has been an increase in the enrollment of Hispanics and American Indians at the research universities, the proportion does yet not reflect the proportion of NM ACT test takers. There are very few American Indian students at the regional universities, probably reflecting their geographic locations.

**Figure 6** from Table 4: **Does enrollment reflect diversity of the state for Hispanic freshmen?**



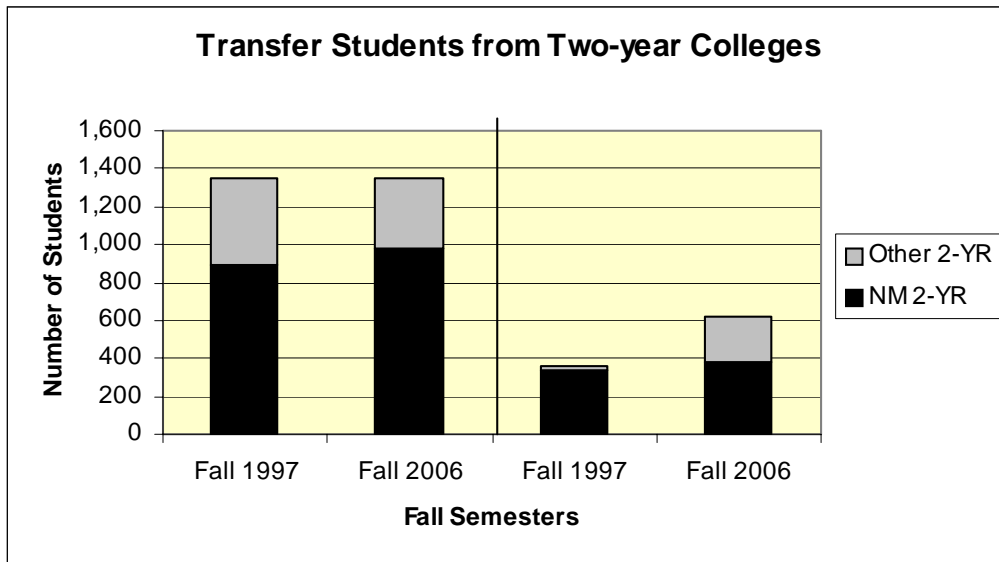
All New Mexico public universities do a fairly good job of recruiting Hispanic freshmen from the ACT test-taker pool, although the size of the bars above show a large variance among the regional institutions, mainly due to NMHU's large Hispanic enrollment. Increases are evident at the research universities.

**Figure 7** from Table 4: **Does enrollment reflect diversity of the state for American Indian freshmen?**



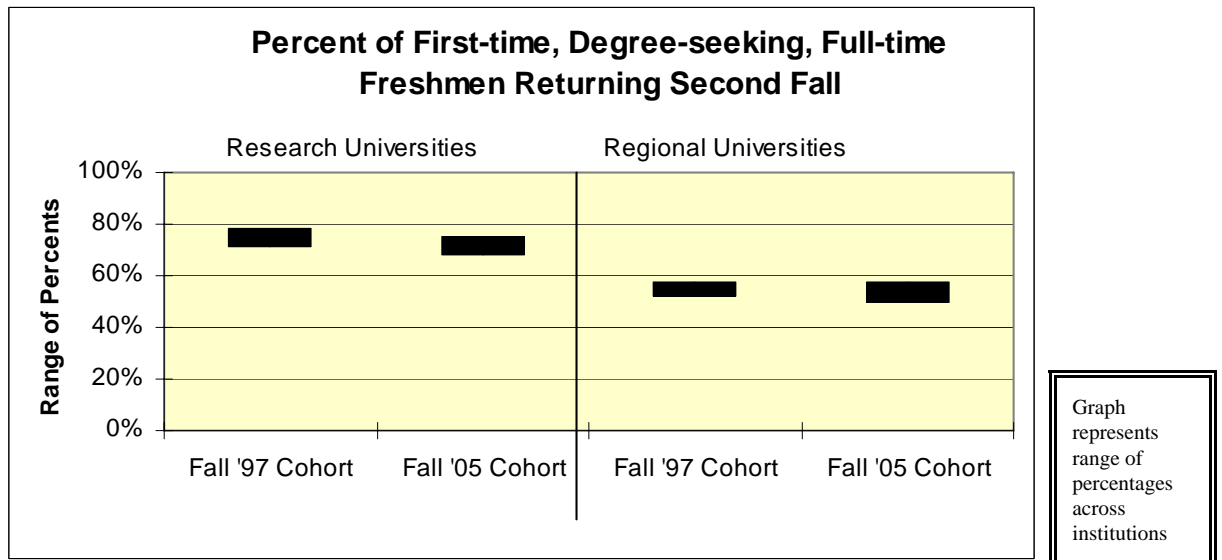
Enrollment of American Indian freshmen at the research institutions does not reflect the ACT test-taker pool. There is a very large variance in this proportion among the regional universities.

**Figure 8** from Table 5: **How many transfer students come from 2-year colleges?**



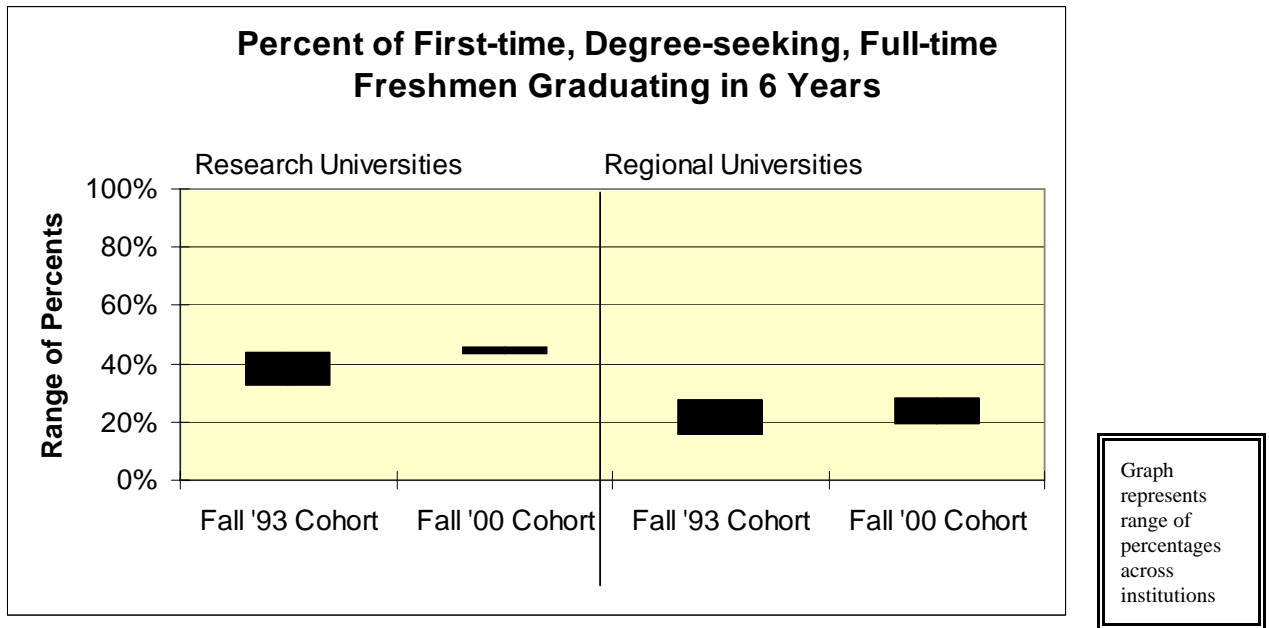
The number of transfers from two-year colleges has increased at both the research universities and the regionals. A statewide task force on articulation, co-chaired by the President of ENMU and the Provost of NMSU, is working to enhance transferability across New Mexico institutions.

**Figure 9** from Table 6: **How many freshmen return for second year?**



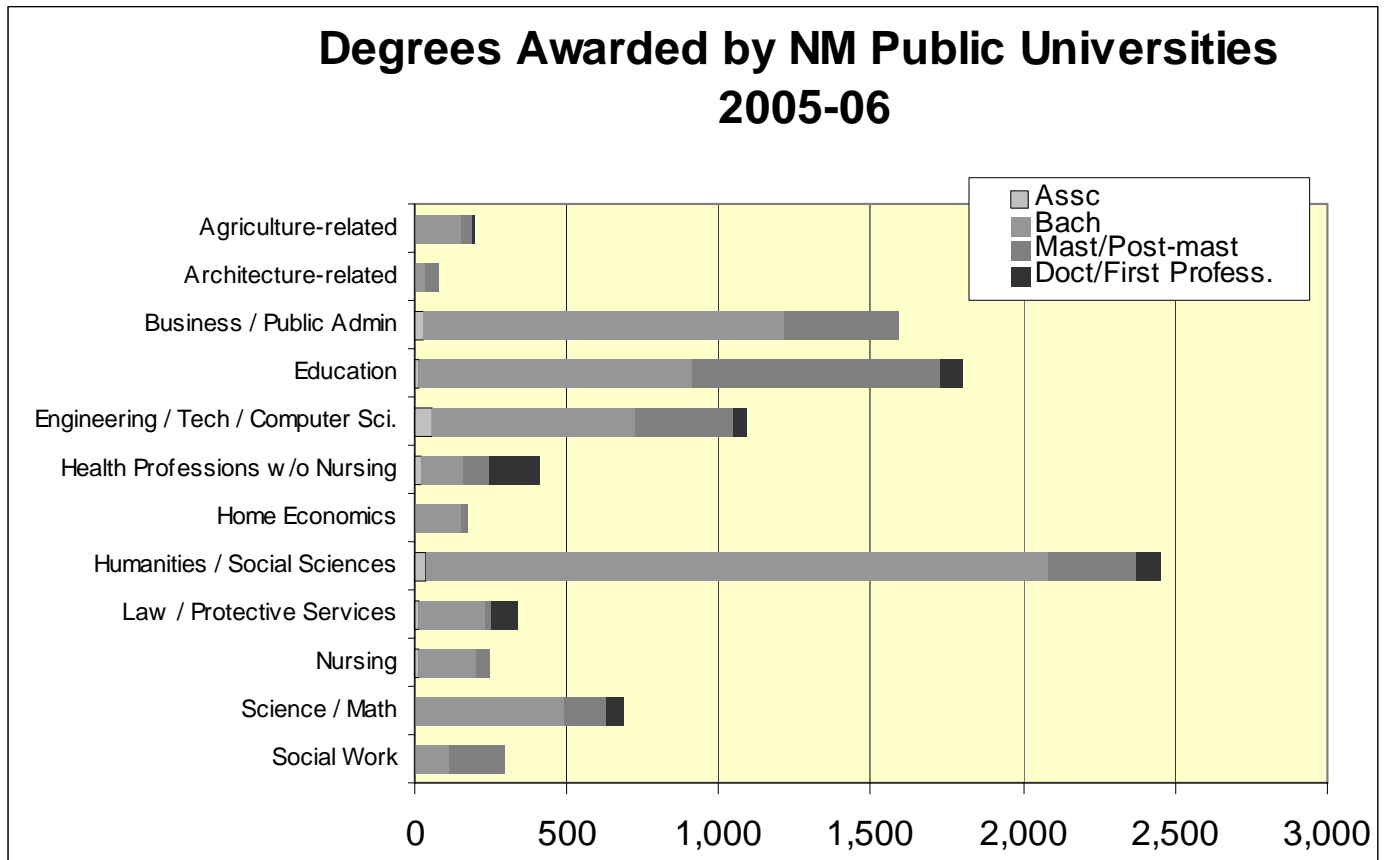
Persistence of first-time freshmen to the second fall semester has remained relatively constant for all universities. Open-door admission policies at the regional universities help explain the difference in their retention rates relative to research universities. Although these statistics are comparable to public universities with similar selectivity and size, all NM universities have goals to increase these rates.

**Figure 10** from Table 7: **What are our graduation rates?**



Graduation rates of first-time freshmen after six years have shown slight increases for all universities. Although these statistics are comparable to public universities with similar selectivity and size, all NM universities have goals to increase these rates.

**Figure 11** from Table 8: **What degrees were awarded in 2004-05?**

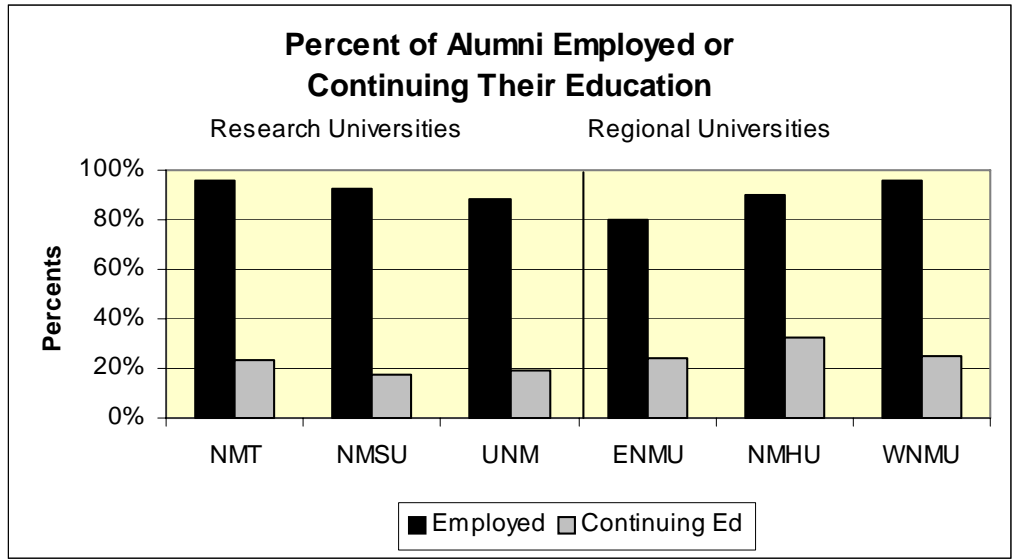


The graph above gives a picture of the distribution of degrees awarded by discipline grouping. The Humanities and Social Sciences have the most graduates. The change in total degrees awarded by discipline is displayed in the table below:

Discipline	Total Degrees Awarded in 2001-02	Total Degrees Awarded in 2004-05	Increase/Decrease from 2001-02 to 2004-05
Agriculture-related	188	196	8
Architecture-related	108	101	-7
Business / Public Administration	1,360	1,502	142
Education	1,611	2,057	446
Engineering / Technologies / Computer Science	1,091	1,040	-51
Health Professions w/o Nursing	251	429	178
Home Economics	152	148	-4
Humanities / Social Services	2,139	2,590	451
Law / Protective Services	352	435	83
Nursing	274	352	78
Science / Mathematics	618	768	150
Social Work	260	351	91
<b>Total</b>	<b>8,404</b>	<b>9,969</b>	<b>1,565</b>

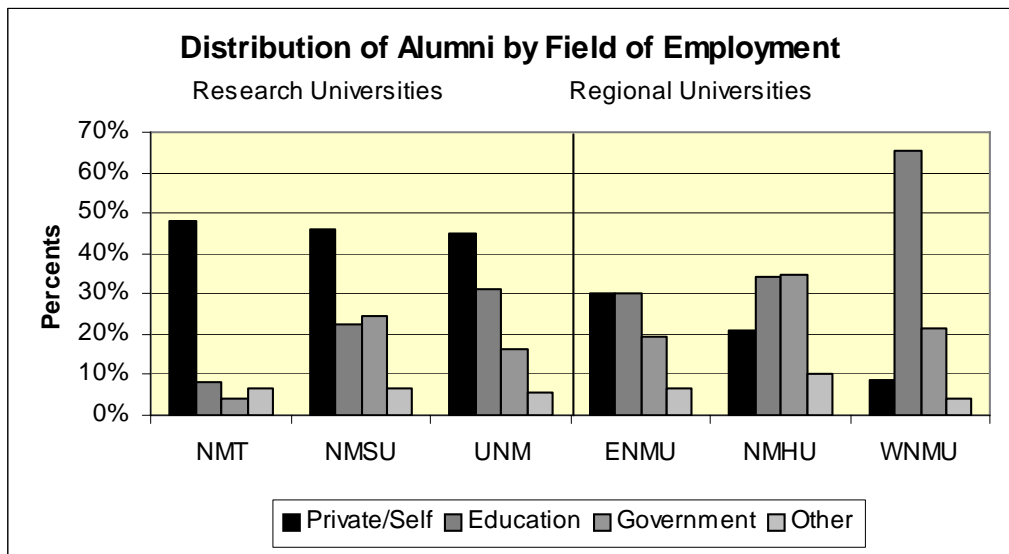
There were 1,565 more degrees awarded in 2005-06 by NM universities than in 2001-02. The greatest growth occurred in the humanities and social sciences, education, health professions, science and math, and business and public administration. The only declines occurred in engineering, architecture, and home economics.

**Figure 12** from Table 9: **What are our alumni doing?**



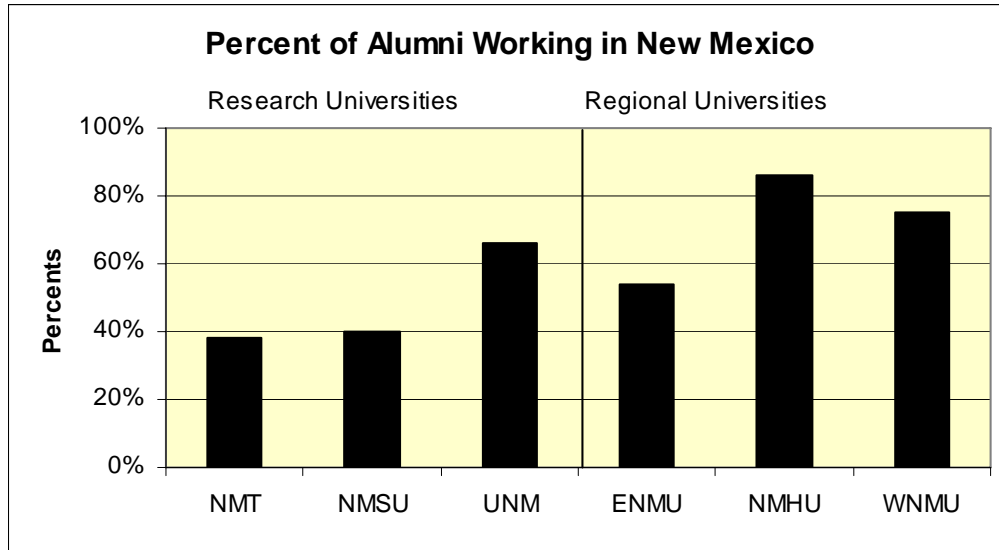
Employment rates of NM public university graduates are very high. Approximately 20% are continuing their education.

**Figure 13** from Table 9: **In what fields are our alumni working?**



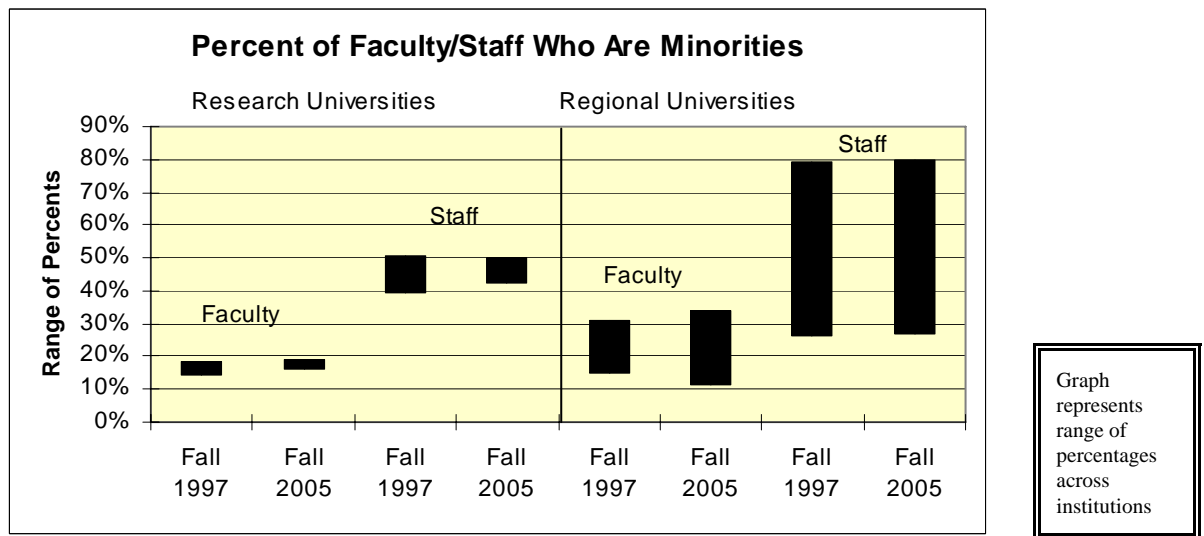
Employment fields vary by type of university. Overall, alumni from the research universities are more likely to be employed in private firms or self-employed than graduates from the regional universities.

**Figure 14** from Table 9: **What percent of our alumni remain in New Mexico?**



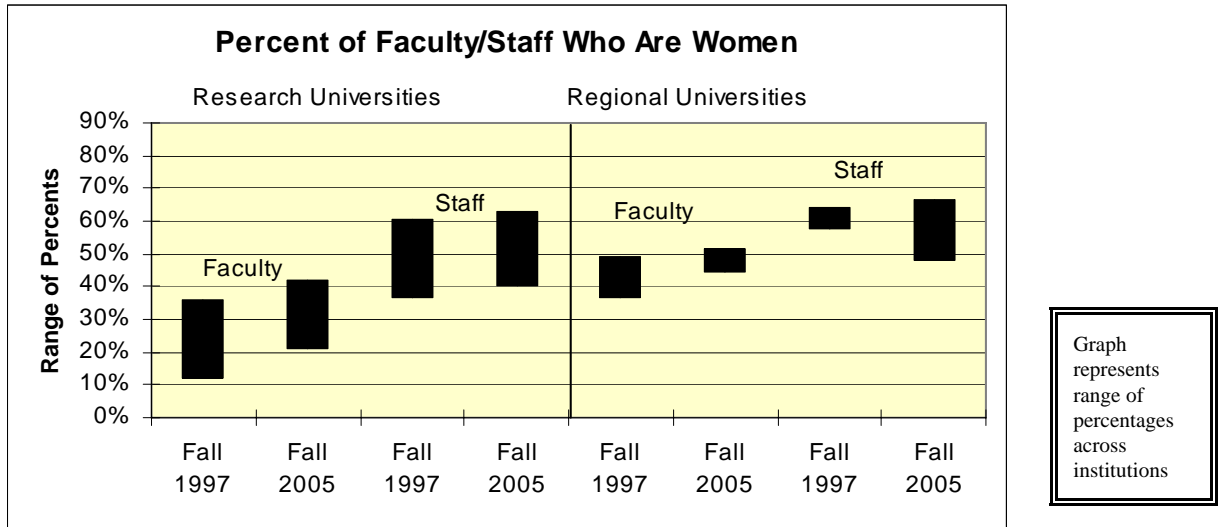
The percent of alumni working in New Mexico varies from approximately 38% to 84%. Less than 50% of alumni from NMT and NMSU stay in the state.

**Figure 15** from TABLE 10: **How ethnically diverse are our faculty and staff?**



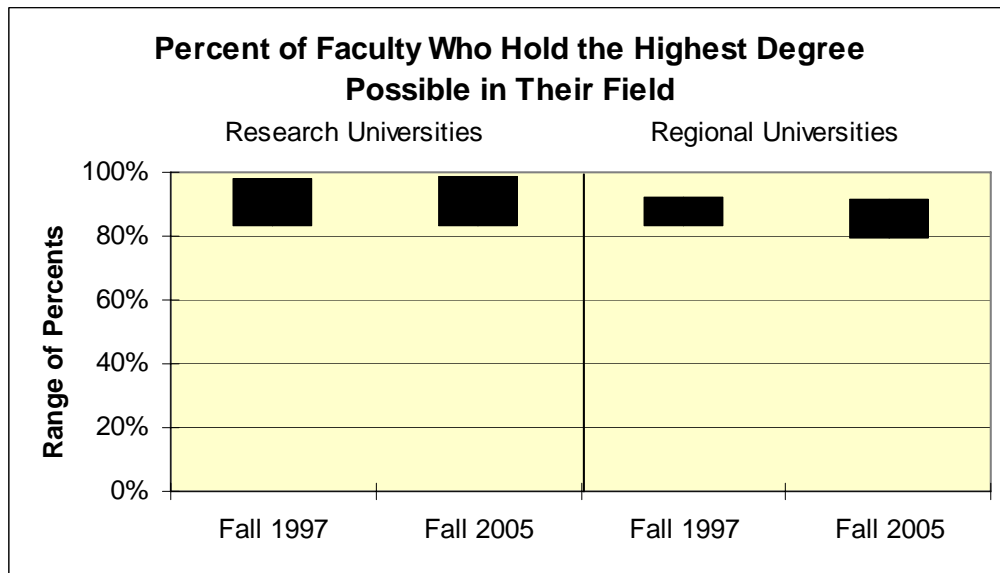
New Mexico research universities have made progress in hiring minority faculty. Minority representation among staff is higher than among faculty. Variance among staff representation at the regional universities is due, in part, to geographic regional population.

**Figure 16** from Table 10: **What percent of faculty and staff are women?**



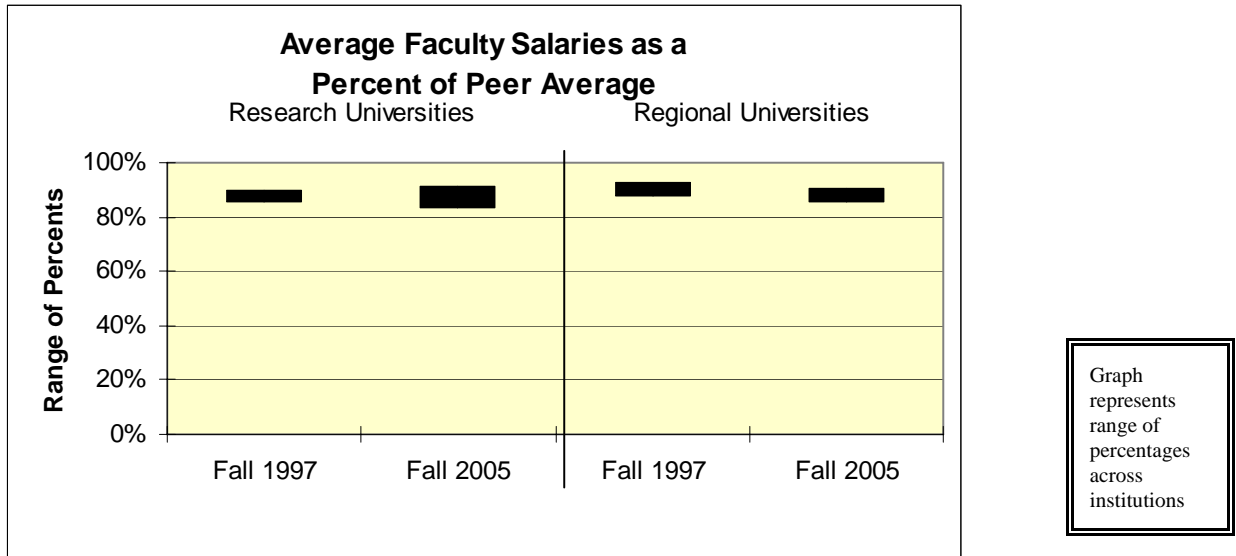
New Mexico universities have made progress in hiring women faculty and staff.

**Figure 17** from Table 11: **Do our faculty hold the highest degree in their field?**



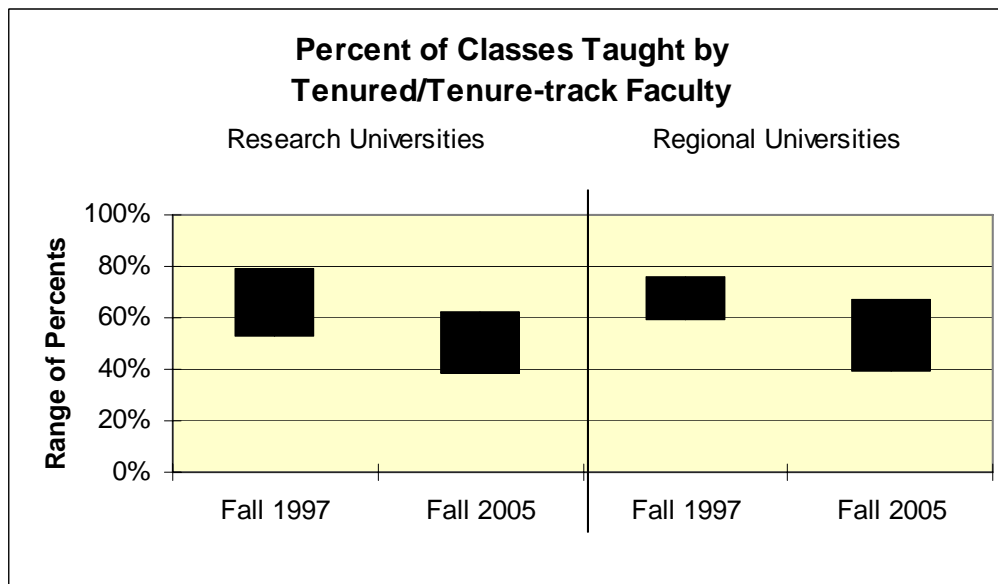
All NM public universities have high percentages of faculty with terminal degrees.

**Figure 18** from Table 12: **Are we making progress on faculty pay commensurate with our peers?**



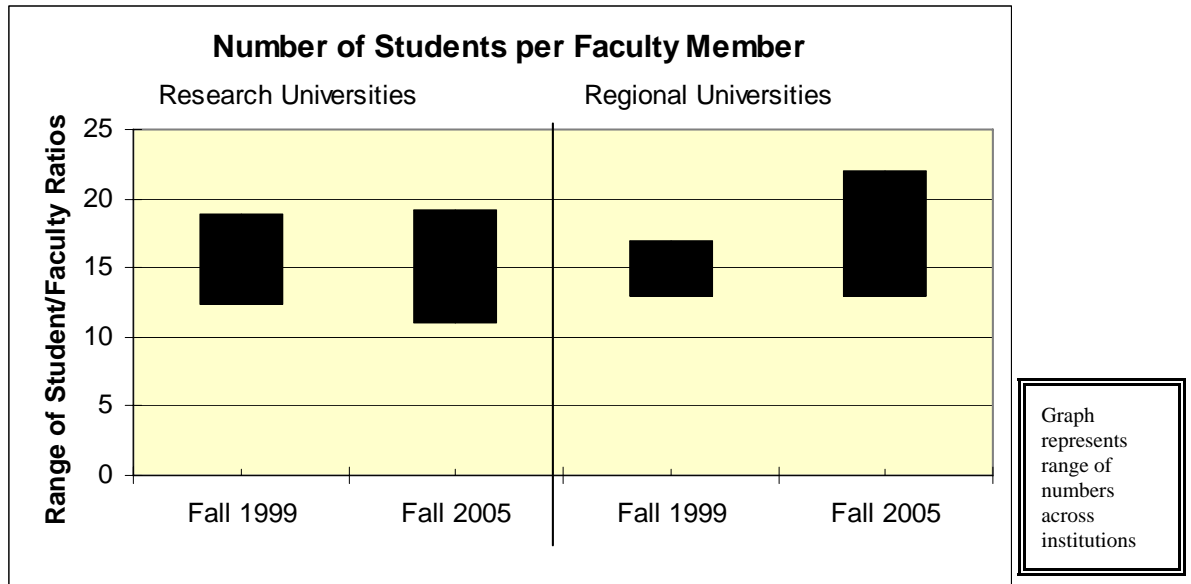
Minimal progress has been made in bringing faculty salaries up to the average of peer institutions. The highest salaries are still 7% to 8% lower than peer averages.

**Figure 19** from Table 13: **What percent of classroom instruction is delivered by tenured/tenure-track faculty?**



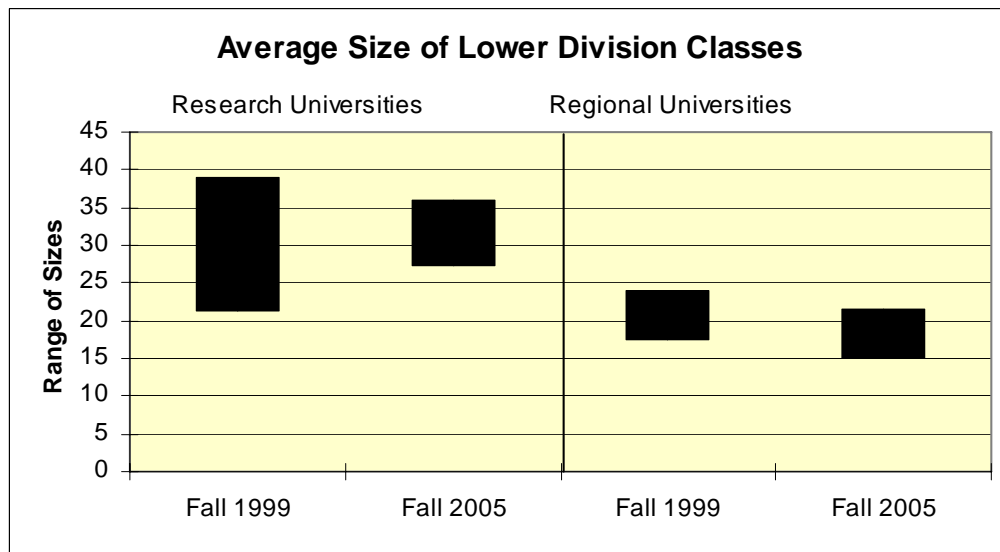
The majority of instruction is delivered by tenured/tenure-track faculty on most campuses. Budget constraints continue to influence institutional reliance on non-tenure-track instructors.

**Figure 20** from Table 14: **What are our student-to-faculty ratios?**



The number of students per faculty member increased slightly at the research universities and increased a little more at the regional institutions.

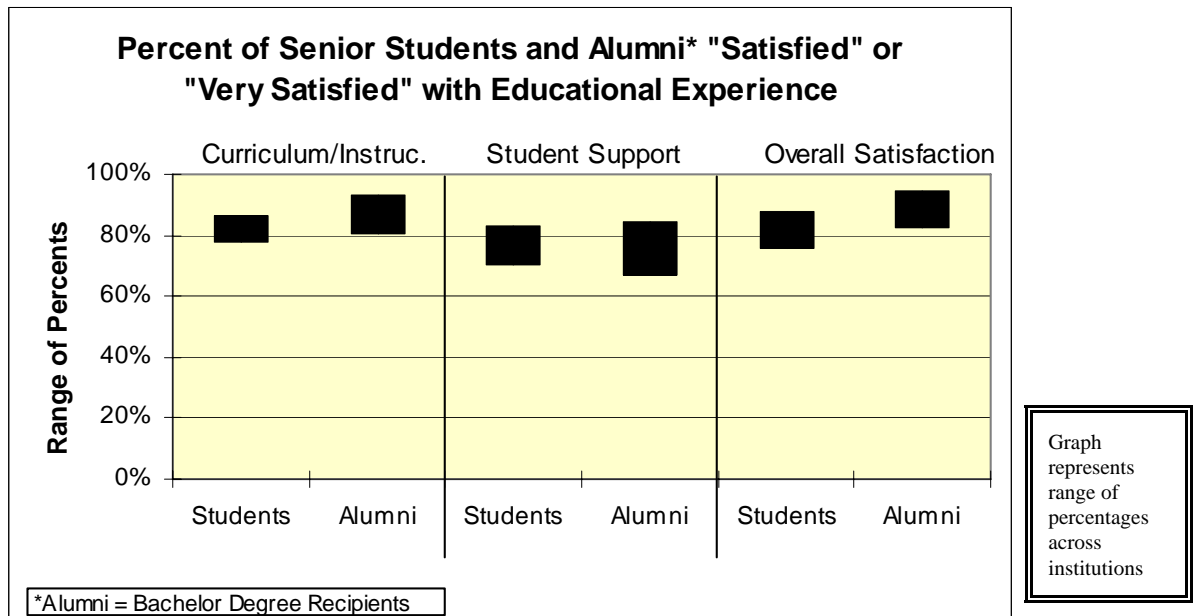
**Figure 21** from Table 15: **How large are our lower division classes?**



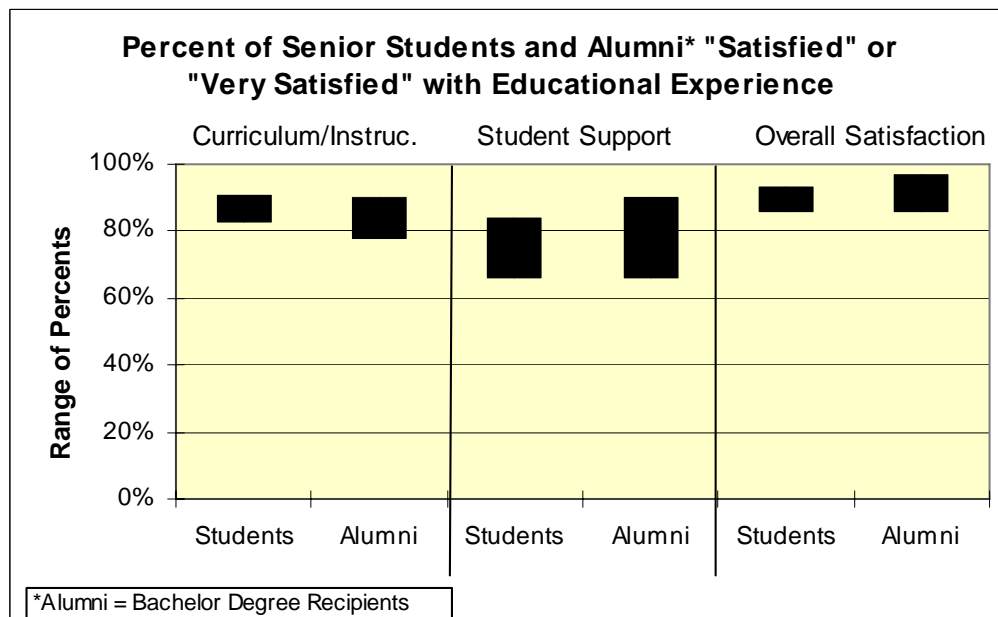
Average lower division class sizes have decreased slightly at both the research and regional universities since fall 1999.

**Figure 22** from Tables 16 and 17: **How satisfied are our students/alumni with their educational experience?**

**Research Universities**

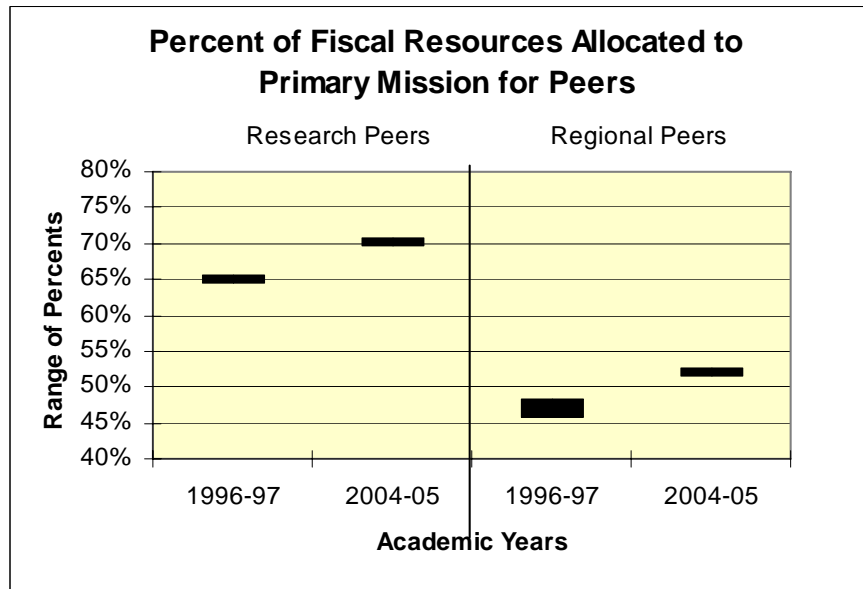
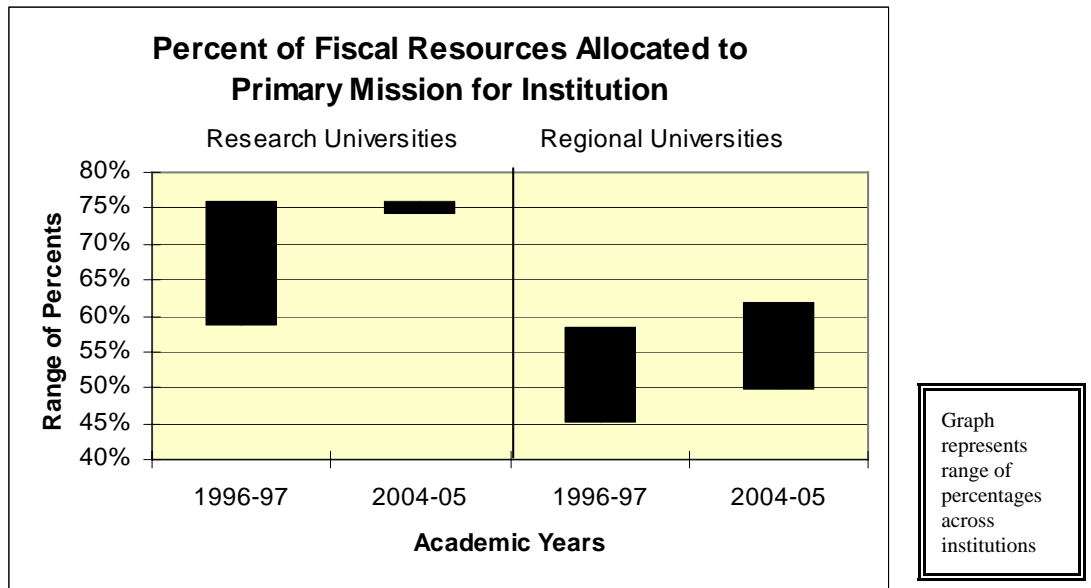


**Regional Universities**



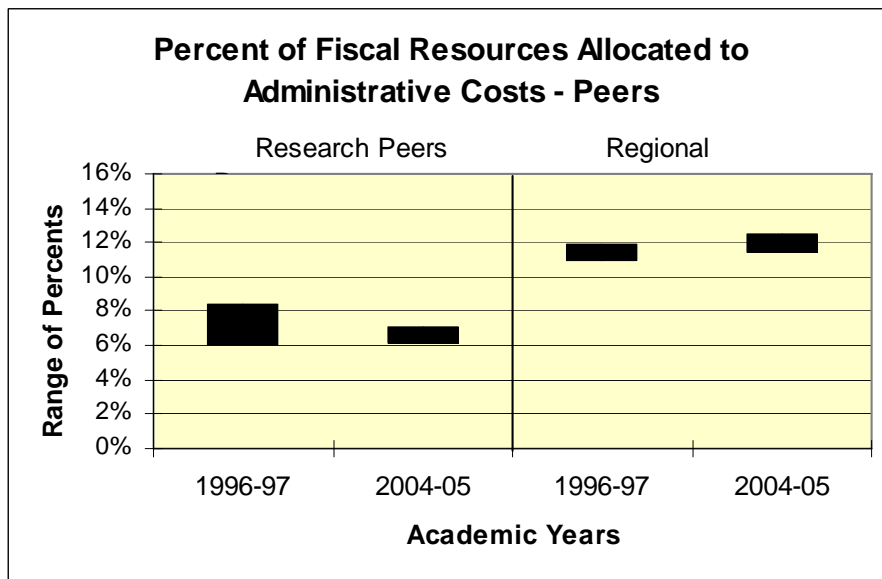
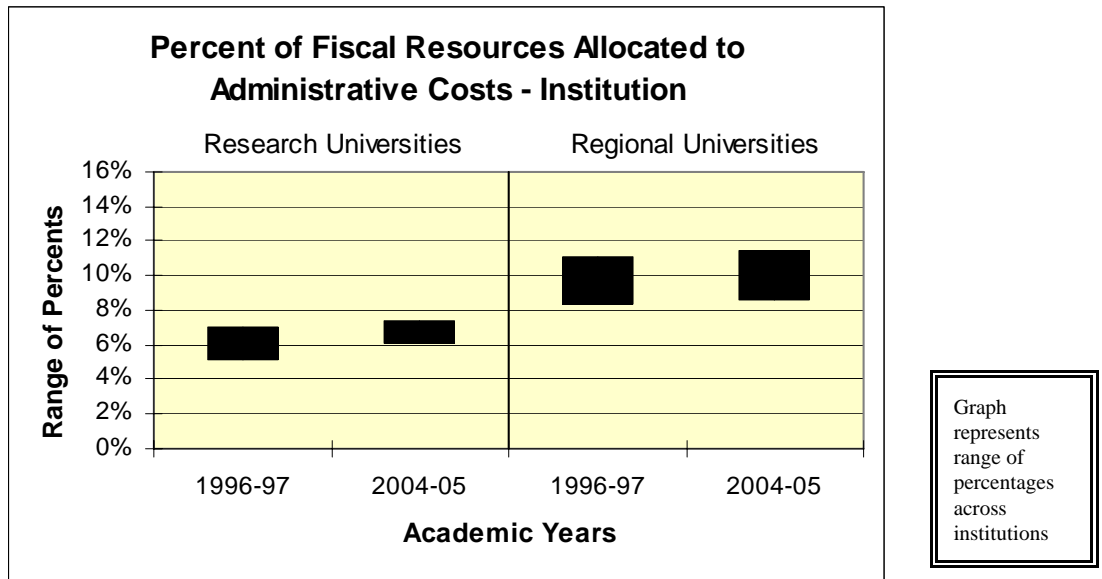
Students indicate they are satisfied with the curricula and instruction at the public universities. However, they are less satisfied with support services.

**Figure 23** from Table 18: **What percent of fiscal resources are allocated to our primary mission of instruction, research and public service?**



In general, New Mexico universities devote a greater percent of their financial resources to the primary missions of instruction, research and public service than do their peers.

**Figure 24** from Table 19: **What percent of fiscal resources are allocated to administrative costs?**



The percent of financial resources allocated to administrative costs at NM public universities is lower than that for our peers.